

**STATE GOAL 26: Through creating and performing, understand how works of art are produced.**

**Why This Goal Is Important:** Students acquire skills to produce and perform dance, drama, music and visual art. They learn to use media, tools and technologies. They learn to shape ideas and emotions into sounds, images and actions. As students create and perform their own artworks and review the works of others, they become more imaginative, strengthen their problem-solving skills and learn to respond to the creativity of others. Creating and performing are at the core of the fine arts. Students also learn about the role of the artist (e.g., dancer, painter, actor, director, scriptwriter, musician).

**A. Understand processes, traditional tools and modern technologies used in the arts.**

<b>EARLY ELEMENTARY</b>	<b>LATE ELEMENTARY</b>	<b>MIDDLE/JUNIOR HIGH SCHOOL</b>	<b>EARLY HIGH SCHOOL</b>	<b>LATE HIGH SCHOOL</b>
<b>26.A.1a Dance:</b> Understand that the body is the primary tool of dance and identify secondary tools (e.g., pictures, visual aids, words, props and recordings).	<b>26.A.2a Dance:</b> Describe processes (e.g., conditioning, practicing) used to prepare the body as a tool of dance and how visual aids, stories, poetry, props, music and technology are used for performance of dance.	<b>26.A.3a Dance:</b> Describe how body actions, types of accompaniment, lighting, costuming and processes (e.g., reordering and refining) influence the expressive qualities of dance.	<b>26.A.4a Dance:</b> Analyze how resources, technologies and processes are combined to express meaning in dance and evaluate expressive content, stylistic differences and aspects of production.	<b>26.A.5 Common for all four arts:</b> Analyze and evaluate how the choice of media, tools, technologies and processes support and influence the communication of ideas.
<b>26.A.1b Drama:</b> Understand the tools of body, mind, voice and simple visual/aural media and the processes of planning, practicing and collaborating used to create or perform drama/theatre.	<b>26.A.2b Drama:</b> Describe various ways the body, mind and voice are used with acting, scripting and staging processes to create or perform drama/theatre.	<b>26.A.3b Drama:</b> Describe the use of the primary tools (body, mind and voice) and the support tools (costumes, scenery, props, lights, make-up, sound) to convey an idea through acting, playwriting and designing a drama or theatre activity.	<b>26.A.4b Drama:</b> Understand how the primary tools, support tools and creative processes (researching, auditioning, designing, directing, rehearsing, refining, presenting) interact and shape drama, theatre and film production.	
<b>26.A.1c Music:</b> Identify a variety of sounds and sound sources (e.g., instruments, voices and environmental sounds).	<b>26.A.2c Music:</b> Classify musical sound sources into groups (e.g., instrumental families, vocal ranges, solo/ensembles).	<b>26.A.3c Music:</b> Describe the processes involved in composing, conducting and performing.	<b>26.A.4c Music:</b> Analyze ways in which musical sounds are produced and how they are used in composing, conducting and performing.	
<b>26.A.1d Music:</b> Relate symbol systems (e.g., icons, syllables, numbers and letters) to musical sounds.	<b>26.A.2d Music:</b> Read and interpret the traditional music notation of note values and letter names.	<b>26.A.3d Music:</b> Read and interpret traditional music notation in a varied repertoire.	<b>26.A.4d Music:</b> Demonstrate the ability to read written notation for a vocal or instrumental part.	
<b>26.A.1e Visual Arts:</b> Identify media and tools and how to use them in a safe and responsible manner when painting, drawing and constructing.	<b>26.A.2e Visual Arts:</b> Describe the relationships among media, tools/technology and processes.	<b>26.A.3e Visual Arts:</b> Describe how the choices of tools/technologies and processes are used to create specific effects in the arts.	<b>26.A.4e Visual Arts:</b> Analyze and evaluate how tools/technologies and processes combine to convey meaning.	

	<b>26.A.2f Visual Arts:</b> Understand the artistic processes of printmaking, weaving, photography and sculpture.			
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**B. Apply skills and knowledge necessary to create and perform in one or more of the arts.**

<b>EARLY ELEMENTARY</b>	<b>LATE ELEMENTARY</b>	<b>MIDDLE/JUNIOR HIGH SCHOOL</b>	<b>EARLY HIGH SCHOOL</b>	<b>LATE HIGH SCHOOL</b>
<b>26.B.1a Dance:</b> Perform basic locomotor, non-locomotor movements and traditional dance forms and create simple dance sequences.	<b>26.B.2a Dance:</b> Demonstrate control, coordination, balance, elevation and accuracy in rhythmic response and awareness of choreographic form.	<b>26.B.3a Dance:</b> Demonstrate body alignment; movement from center; awareness of accent, meter and phrasing; and step patterns from different dance styles and forms.	<b>26.B.4a Dance:</b> Create and perform a composition communicating clear and focused ideas based on planning, research and complex problem solving related to specific guidelines.	<b>26.B.5 Common for all four arts:</b> Create and perform a complex work of art using a variety of techniques, technologies and resources and independent decision making.
<b>26.B.1b Drama:</b> Demonstrate individual skills (e.g., vocalizing, listening, moving, observing, concentrating) and group skills (e.g., decision making, planning, practicing, spacing) necessary to create or perform story elements and characterizations.	<b>26.B.2b Drama:</b> Demonstrate actions, characters, narrative skills, collaboration, environments, simple staging and sequence of events and situations in solo and ensemble dramas.	<b>26.B.3b Drama:</b> Demonstrate storytelling, improvising and memorizing scripted material supported by simple aural and visual effects and personal background knowledge needed to create and perform in drama/theatre.	<b>26.B.4b Drama:</b> Create and perform an ensemble drama or theatre scene using research, collaboration, characterization and staging in combination with aural and visual technologies (e.g., video, lights, sets, costumes, make-up, sound, props).	
<b>26.B.1c Music:</b> Sing or play on classroom instruments a variety of music representing diverse cultures and styles.	<b>26.B.2c Music:</b> Sing or play acoustic or electronic instruments demonstrating technical skill.	<b>26.B.3c Music:</b> Sing or play with expression and accuracy a variety of music representing diverse cultures and styles.	<b>26.B.4c Music:</b> Create and perform music of challenging complexity and length with expression.	
<b>26.B.1d Visual Arts:</b> Demonstrate knowledge and skills to create visual works of art using manipulation, eye-hand coordination, building and imagination.	<b>26.B.2d Visual Arts:</b> Demonstrate knowledge and skills to create works of visual art using problem solving, observing, designing, sketching and constructing.	<b>26.B.3d Visual Arts:</b> Demonstrate knowledge and skills to create 2- and 3-dimensional works and time arts (e.g., film, animation, video) that are realistic, abstract, functional and decorative.	<b>26.B.4d Visual Arts:</b> Demonstrate knowledge and skills that communicate clear and focused ideas based on planning, research and problem solving.	